



**ANTELOPE VALLEY COLLEGE
HONORS COMMITTEE MEETING**

AGENDA

November 25, 2013

2:00 p.m.

A-140

To conform to the open meeting act, the public may attend open sessions

1. CALL TO ORDER AND ROLL CALL
2. OPENING COMMENTS FROM THE CHAIR
3. OPEN COMMENTS FROM THE PUBLIC
4. APPROVAL OF MINUTES
 - a. October 28, 2013 Minutes – to be provided
5. OLD BUSINESS
6. DISCUSSION
 - a. Membership Guidelines
Members of the Honors Committee are required to attend scheduled monthly meetings. Members are encouraged to provide a proxy in their absence. Members who fail to attend three consecutive meetings without proxy will be asked to resign from the committee.
 - b. Administration Justice 206 Honors Option - attachment
 - c. Geography 101 Course Proposal
 - d. Faculty Professional Development Update - attachment
 - Honors Option Form
 - e. Counseling: Susan Knapp
 - f. Re-Organization
 - g. February Meeting
7. ACTION ITEMS
 - a. Administration Justice 206 Honors Option
 - b. Geography 101 Honors Course Proposal
8. OTHER BUSINESS
9. ADJOURNMENT

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

AJ 206 Criminology Honors Proposal

Professor Dexter Cummins

Overview:

This Honors Option will require the student to write a research paper involving the study of Social Process Theories from at least three different sources, not including the course textbook. Within this area of criminology, the student shall select three theories such as: Social Control Theory, Labeling Theory, Social Learning Theory, or Differential Association Theory... Write a paper that details the main components of each theory as well as an understanding as to how they relate to a potential criminal and the criminal justice process and identify their own personal experiences involving family and acquaintances with these concepts throughout their lives.

Honors students who successfully complete the assignment will gain an increased understanding of how these theories play a role in the making of both criminals and non-criminals in our society and how different listed institutions can affect our overall crime rate and community safety. They will need to exercise writing and critical thinking skills, which are applicable across all disciplines.

Objectives:

- Provide content about the history or background of the field being studied.
- Show an awareness of some of the field's major theories or current trends.
- Utilizes research methods including proper documentation of the discipline.
- Help students to demonstrate critical thinking and/or meta-cognitive abilities.

Assignment:

Students who choose the Honors Option will be required to complete all required course work and then additionally be assigned to review at least three different criminological sources, of their choosing, involving the study of Social Process Theories. The student will select three of the leading theories in this category and write a research paper explaining the main components of each theory, the methods used to implement each theory's findings, their personal thoughts and experiences involving family and acquaintances with these different concepts throughout their lives, and identify individual study results to back up their review and critiques of each.

This project will require extensive critical thinking. The paper should be submitted in APA format, which is appropriate for Administration of Justice papers and proper writing format and documentation style will be emphasized.

Individual Student Meeting Dates:

- Week 3-4: Meet with student and sign honor's contract
- Week 8 Submit an outline of paper and discuss assignment issues
- Week 12 Submit draft version of paper
- Week 15 Submit final paper



HONORS OPTION CONTRACT

Student Name _____ ID# _____

Course _____ CRN _____ Semester/Year _____

Instructor Name _____

FACULTY MENTORSHIP GUIDELINES

Your role is to mentor and guide the student in the conception of the Honors Option project, develop the proposal, and then implement and complete the contract approval process. You should plan to meet frequently throughout the semester with the student to go over her or his progress, review drafts, and suggest avenues to pursue. It is imperative that you keep detailed records of scheduled meetings and assignment due dates. At the end of the semester, you will assess whether the student has fulfilled the terms of the Honors Contract to your professional standards and communicate with the Honors Coordinator whether the contract has been completed.

Instructions: (Faculty must complete.)

I. Describe the form / format the Honors Option project will take. (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Research Paper | <input type="checkbox"/> Quantitative / Qualitative Research Project |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Creative Writing or Fine Arts Portfolio |
| <input type="checkbox"/> Research Journal | <input type="checkbox"/> Film |
| <input type="checkbox"/> Computer Program | <input type="checkbox"/> Other: |

II. Which of the following learning objectives will the student achieve through completion of this Honors project? (Check all that apply.)

- ___ Provide content about the history or background of the field being studied
- ___ Show an awareness of some of the field's major theories or current trends
- ___ Practice an application, field experience, or case study
- ___ Utilize research methods including proper documentation for that discipline
- ___ Demonstrate critical thinking and/or meta-cognitive abilities
(an example of demonstrating meta-cognitive ability is to keep a reflective journal)

III. Which of the following Institutional Learning Outcomes will this project support? (Check all that apply.)

- ___ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
- ___ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
- ___ Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.
- ___ Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.
- ___ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and an understanding of the role of diversity in modern society.
- ___ Identify career opportunities that contribute to the economic well being of the community.



IV. Honors Option Summary and Guidelines:

Instructor: Please attach a typed, 1-2 page summary of excellent quality which details the project or assignments you have designed for the Honors Contract. Projects may be student- or faculty-inspired. The summary must address all of the following areas:

1. **Project Goal, Driving Question, and Thesis:** What is the ultimate learning goal of this project? What question drives all the work on this project?
2. **Project Outcomes:** What will be the outcome and/or evidence of completion of this project? Be specific about quantity whenever possible.
3. **Project Methods:** What methods will the student use to complete this Honors activity? For instance, what are some of the sources (books, journals, personal interviews, etc.) a student will use as he/she completes the project? Be specific.
4. **Project Process, Timeline, and Due Dates:** Please detail the steps you will require a student to take to complete your Honors project or assignments along with a timeline for each stage of completion. Since you are required to have scheduled meetings with your student, indicate how often you and your student will meet. (If necessary, additional forms can be attached to this document.)

Tips for Successful Honors Options:

- ❖ **Build the project around a guiding idea that has the right scope and depth.**
- ❖ **Be sure the project relates to and supplements the course material.** It's okay to be creative but remember to keep the focus related to the course subject material. Remember, this is not an independent study project.
- ❖ **Avoid "book report" type projects.** This isn't about regurgitating information, but rather synthesizing it, creating something new, or looking at things from a unique perspective.
- ❖ **Make the basics clear:**
 - *WHAT* will you have your student do?
 - *WHY* are you doing this? What question are you trying to have your student answer? What skill(s) are you trying to develop?
 - What *OUTCOME(s)* will there be to this project? What evidence will there be that the work has been completed. Quantify and give details!
 - What *METHOD(s)* will you use?
 - What is the *TIMELINE* for the contract work? Break it down.
 - What *RESOURCES* will this student use in this project?

Student and Faculty Signatures

By signing below I am indicating that I have read, and will comply with, all terms of the Honors Option Contract.

Print Student Name

Student Signature

Date

Print Instructor Name

Instructor Signature

Date



HONORS OPTION CONTRACT TERMS OF AGREEMENT



FACULTY PROFESSIONAL DEVELOPMENT CREDIT INSTRUCTIONS

1. *Enter the amount of FPD hours you will claim for this contract: _____
(A maximum of 20 hours can be claimed for all Honors Contracts.)*
2. *List the dates and times that you met with the student as well as the dates and times that you worked on the Honors Option. (Note: You cannot work on Honors Options during office hours.)*
3. ***Faculty Mentor Reflection Statement:** Required as evidence of activity completion and professional development for FPD credit. Explain in detail how this activity enhanced professional development through Standard 3.*

Print Instructor Name

Instructor Signature

Date

Attach this document (all pages) to your FPD Plan